

EDUC 432: Curriculum and Instruction for Exceptional Children

Field Experience Handbook

Spring 2025

Field Experience Expectations:

Observations

Across the semester, you should be actively observing your clinical educator engaging in activities such as teaching, interacting with students, assessment, collaboration, etc., when at your field placement. Specifically, you should make connections between what is addressed in this course to what you experience and observe while at your field placement. Across the semester you will be expected to use what you have learned through these observations as part of our course in-class activities, such as completing entry/exit tickets or small/whole group discussions.

Engagement in Classroom Activities

You are expected to engage in all classroom activities following directions and guidance from your clinical educator. These might include working with small groups of learners teaching planned lessons, assessing learners, etc.

Field Experience Assignments:

Small Group Explicit Instruction Lesson (15%)

(Teach this assignment Week 7 March 17 - 21, your first full week of field placement.)

You will plan and teach one small group lesson in reading or math using an explicit instruction approach. You will teach and record your lesson to learners in your field placement. The learners selected should be learners who require additional instruction (i.e., reteach/review) in the topic of your lessons. The learners should have academic needs, but it is not required that they have current Individualized Education Programs (IEPs). Your small group lesson plan will include background information, instructional procedures, and a reflection.

This lesson must be for a different topic than the topic for the Microteaching Lesson Plan (activity across the first 4 weeks). Assignment guidelines and criteria will be provided and discussed.

The assignment serves as a way to assess your understanding of the following key principles.

- Provide instruction using modeling or cognitive modeling/think aloud procedures
- Provide guided practice that includes levels of prompting strategies (tell, ask, remind)
- Develop an instructional/lesson objective in behavioral terms (i.e., including a

- degree/criterion) that is aligned to an appropriate lesson assessment
- Select effective practice strategies
- Open and close lessons using effective procedures
- Document the evidence-based of instructional choices
- Use student data to reflect on instructional effectiveness

You must video record (with parent permission) your teaching the small group lesson in your field placement. You are required to submit your video recording as part of this assignment submission. This video may also be used for activities and assignments in EDUC 428.

This assignment is an individual assignment. This means that if you have a field placement partner, you and your partner must complete this assignment separately, submitting lesson plans that are different.

Explicit Instruction Unit Plan Project (30%)

(Teach this assignment Week 13 May 28 - April 2, your second full week of field placement.)

You will design a three- to five-day unit of instruction in an academic area with a focus on meeting the academic needs of diverse learners. This assignment requires either whole class instruction with evidence of differentiation and other strategies to support students' access to the general education curriculum or small group instruction with evidence of curriculum modifications. A unit lesson plan template and additional assignment guidelines and criteria will be provided and discussed in class.

The unit plan project serves as a way to assess understanding of the following key principles:

- Write a week-long instructional unit goal and break the unit goal into daily lesson objectives.
- Create assessments aligned to the unit goal and lesson objectives
- Select appropriate instructional strategies for the topic and learners
- Identify principles of differentiation and universal design to enhance instruction for all learners
- Identify student-specific accommodations and modifications
- Use research literature to learn additional instructional approaches and support instructional decisions.